



Steven L. Beshear
Governor

Terry Holliday, Ph.D.
Interim Commissioner of Education

**EDUCATION AND WORKFORCE DEVELOPMENT CABINET
DEPARTMENT OF EDUCATION**

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June 24, 2015

Mr. Brent Holsclaw, Superintendent
Bardstown Independent Public Schools
308 N. Fifth St.

Bardstown, KY 40004

Dear Superintendent Holsclaw:

The goal of Kentucky Statewide Consolidated Monitoring (KSCM) is to provide schools and districts feedback and opportunities for continuous improvement wherever possible. The KSCM process creates opportunities for the programs in our schools and districts to look at new ways to collaborate and collectively meet our ultimate goal: increasing student achievement with novice reduction and positioning our students to be college- and career-ready. The team members from your visit have engaged in this collaborative process in order to produce the attached Consolidated Monitoring Report.

During the 2014-15 school year, the Kentucky Department of Education (KDE) conducted monitoring in Bardstown Independent Public School District. During this process, KDE program staff, utilizing program-specific monitoring tools, conducted on-site visits for the following programs:

- Title I, Part A
- Title II, Part A
- Title III, Part A
- Preschool
- Program Reviews
- Alternative Programs
- Gifted and Talented
- Individuals with Disabilities Act (IDEA)
- Career and Technical Education
- Professional Growth and Effectiveness System (PGES)

Each program involved in the KSCM has an impact on our goal.

For example, Career and Technical Education (CTE) impacts student success and helps to close the achievement gap by working to make all students career ready. Through the use of a sequence of courses known as career pathways, CTE ensures that all students have equal opportunity to develop skills in demand by local industry.

The Individuals with Disabilities Education Act (IDEA) supports the vision of KDE by focusing the efforts of the state, districts, schools and teachers toward closing achievement gaps for students with disabilities and ensuring all students reach proficiency, graduate from high school, and successfully transition to a career or postsecondary education.

Title II, Part A focuses on improving teacher and principal quality to ensure that all students have equal access to highly qualified and effective teachers and leaders. Title I programs provide not only funding but guidance on working with disadvantaged students.

Simply by reducing duplication of effort, these programs and the others engaged in consolidated monitoring can work together to achieve more collaboratively than any of them could alone.

This report is the result of what can be best described as a “snapshot” of the district taken during our visit. It begins with identifying “Effective Practices”. These are practices that the individual programs felt were effective, and in some cases innovative. We strongly suggest that the practices identified be submitted to the KDE Best Practices website.

In addition, the monitoring team collectively discussed the findings and concerns of each program to identify what is categorized as “Common Concerns”. This represents a consolidation of findings reported by individual programs that were similar in nature and therefore presented a potential opportunity for collaboration between identified programs. Each of these concerns has been identified by at least two programs. During this collaborative time, team members from all programs discuss suggestions for potential opportunities to work across programs, streamline implementation and increase success within each program. Any suggested or required actions will be addressed by the specified programs.

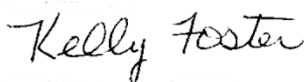
Each program has already provided an individual report as required by federal or state law. Any required actions are monitored by the programs through those individual reports. In order to help the collaborative work of the programs and provide districts with a way to document improvement efforts, we encourage you to utilize the Consolidated School and District Improvement Planning tools in ASSIST.

KDE is striving to provide examples of collaboration and continuous improvement. Our hope is that what we have begun becomes an example that can be replicated across the state.

Each district representative will have the opportunity to provide feedback on the consolidated monitoring process. In the meantime, if you have questions regarding specific program monitoring requirements, please contact the individual program contacts listed in this report. If you have questions concerning the consolidated monitoring process, please contact Claude W. Christian by e-mail at claudewchristian@education.ky.gov or by phone at (502) 564-3791. Information regarding education programs within the state of Kentucky may also be found at www.education.ky.gov.

Thank you for your work in improving Kentucky’s education programs to better provide for our children.

Sincerely,



Kelly Foster, Ed.D.

Associate Commissioner

Office of Next Generation Schools and Districts

KDE Consolidated Monitoring Report

District:	Bardstown Independent
Date(s) of Visit:	May 05, 2015 - May 07, 2015
Team Leads:	
Title I: Monica Shack	Program Reviews: Robert Duncan
IDEA: Ginger Meade	Career and Technical Education: Kiley Whitaker
Gifted and Talented: Kathie Anderson	Preschool: Bill Buchanan
Alternative Programs: Thomas Edgett	Professional Growth and Effectiveness System (PGES): Jeffrey Coles
Title II: Candace Souder	Title III: Gary Martin

Highlight of Effective Practice 1

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I	X	Title II	
Preschool	X	Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Focusing on Improving Low- Achieving Students

Bardstown Early Childhood Education Center and Bardstown Primary School are working together to provide a rigorous curriculum that is focused on student achievement. Both schools continually analyze student data from various gap groups. Bardstown Early Childhood Education Center and Bardstown Primary School are also focusing on low-achieving students to help them regain and to reinforce skills that are lacking. Early Childhood Environment Rating Scale (ECERS- R) information indicates teachers create a warm, welcoming environment for all students. Students are engaged in conversations and have multiple opportunities to explore and develop a range of readiness skills. Learning centers are well designed and provide materials for multiple activities. Staff are focused on meeting individual student needs, including “naming and claiming” students, to ensure all students are ready for kindergarten by the end of preschool. The Bardstown Early Learning Center and Bardstown Primary school conduct transition programs for students and families during the end of the school year and in the summer.

The transitions include “jumpstart” camps for preschool students transitioning to kindergarten. There are also orientation sessions where second grade students can visit the Bardstown Elementary School and tour for two hours to visit the third grade classes. All activities allow students to become familiar with a successful entry/exit in a new school environment.

Highlight of Effective Practice 2

Programs Addressed	Alternative Programs		Title III		Career and Technical Education	
	IDEA		Title I		Title II	X
Preschool		Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Initiatives to Recruit, Retain Teachers and Principals
Bardstown Independent provides a number of important initiatives to recruit, retain and support their teachers and principals. The success of these initiatives is evident by the low rate of staff turnover. They make a concerted effort to grow their own by providing their para educators support and encouragement to pursue teacher certification. Beginning and less effect teachers are supported via an assigned mentor. Master teachers are provided many leadership opportunities e.g. serving as a mentor, leading professional development and professional learning communities.

Common Issue 1

Programs Addressed	Alternative Programs		Title III	X	Career and Technical Education	
	IDEA		Title I	X	Title II	
Preschool	X	Professional Growth and Effectiveness System (PGES)		Program Reviews		Gifted and Talented

Common Issue**Lack of Insufficient Documentation for Parent Involvement**

Although, many parent meetings take place informally. It is evident that a lot of great things are happening, but there should be a policy in place to briefly describe and/or outline what the meeting entails. For example, the district lacks in effectively documenting information to show the process for collaboration with stakeholders, federal required documents, annual meetings, parent policies and developing the Program Service Plan (PSP). The district needs to improve parent participation in developing the Program Service Plan (PSP) for students. The PSP contains information that is required to be explained to (English Learners) EL parents each year under federal law. The majority of PSP folders reviewed did not contain parent signatures nor had documentation indicating parents had been contacted. It is also recommended that the district revise the PSP form to include more of the required information for documentation. The district may consider enhancing the annual evaluation process by including multiple sources of data, from preschool through the third grade, to promote continuous improvement. An annual evaluation is done by the district and the FRYSC. No evaluation for Title I is conducted. The parent evaluation finding should effectively be used to revise school-level policy and parent involvement activities. The evaluation can work in conjunction with the family resource center's evaluation, but should specify Title I issues, questions and concerns. Sources may include primary diagnostic scores, K- PREP results, K- 3 Program Review data, behavior information, attendance and other information the district believes essential for preschool and primary evaluation.

BECEC and BPS did not effectively document that there was an annual meeting to discuss the Title I program with parents for 2014- 2015 school year. There should be documentation for the following: annual Title I parent meetings, student progress shared with parents and parent conferences. There should be an annual meeting every year to discuss Title I services and resources for your school. Other evidence found that there were no records of who was in attendance (e.g. sign-in sheets, email distribution list), and each person's role. Therefore, the district should write down any decisions and/or action items that occur so there is documentation of the decisions made. Multiple stakeholders, including parents, should be included in the process to evaluate and analyze the information.

Common Solution(s)/Recommendation(s)

- Administrators, teachers and stakeholders need to document all meetings

(Assure that a process is in place to document meeting notes for discussions, dates, revisions of dates and who was involved.)

- Develop a written schedule or step-by-step procedures to review and revise as necessary any policies or decisions made by the district or individual schools.

Final Overview

Bardstown Independent School District is focused on student achievement and is willing to develop a process for ensuring successful students' progress monitoring data or federal documentation to help students excel. The district was using a Career and Technical Education (CTE) best practice, by offering a set four course sequence in each pathway to students. This allows students to have a clear roadmap when determining the next step in their chosen pathway. The district truly helps students to articulate their vision for the future as well as move them forward with academic success. With a few changes in the area identified as common issues, the district could make even greater strides in the areas of improvement.